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ABSTRACT

The author claims that the titles used for paid paraprofessionals who aid in the school instructional programs or who relieve teachers of certain pupil supervisory duties are many and of contrasting variety. One objective of this study was, therefore, to decrease, if possible, the heterogeneity of nomenclature attached to these positions through resolving the suggestions of administrative practitioners into a few titles, in best fit according to the conditions of employment. A second consideration of the study centers on the supervision of paraprofessionals, although State regulations mandate professional responsibility over paraprofessionals. Information was obtained from questionnaires sent to chief school administrators in districts where instructional paraprofessionals are known to be part of the school staffs. Seven different conditions of paraprofessional work were described (e.g., works with only one teacher, works with two or more teachers, is a member of a team teaching unit, etc.) and administrators were requested to react to each condition even though the condition did not exist in their districts. Responses from the 268 participating administrators indicate that the most common condition of instructional paraprofessional employment is exclusively supervision, with paraprofessionals relieving teachers of duties involving pupil control in study halls, hallways, playgrounds, and at other points on the school campus where pupils congregate. (Author/WM)

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The Salaried Instructional Paraprofessional: Conditions, Hierarchy and Nomenclature

Lawrence B. Hixon

July 1973

EA 005 338

Foreword

This report is based on information obtained from participating New York State chief school district administrators where instructional paraprofessionals are known to be a part of the school staffs.

Acknowledgements

Grateful appreciation is made to the 268 chief school administrators who participated in the study.

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The Salaried Instructional Paraprofessional: Conditions, Hierarchy and Nomenclature

Prior Research of Continuing Study of School Paraprofessionals

Four phases of continuing study of school paraprofessionals have been completed at Cornell University during the years 1969 to the present date. Phase One, reported in November 1969, was a general approach concerned with the use of paraprofessionals, types of service, qualifications, age, training, work hours, financial support and general acceptance.[1] Of the 667 school districts included in that phase[2], 94.2 percent responded to questionnaires and 94.7 percent reported the use of paraprofessionals. A total figure of 14,928 paraprofessionals was reported in service in the respondent schools; of that figure 10,154 individuals were indicated as salaried. The two most commonly found forms of paraprofessionals in New York State public schools were connected with lunchrooms and instructional service.

In as much as lunchroom paraprofessionals were found to be most common in the public schools, phase Two[3] of the continuing study centered on their roles. Fourty-five randomly selected school districts participated in the study.

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[1] The Status of Paraprofessionals In New York State School Districts. Phase One of a Continuing Study, School Paraprofessionals: Roles and Job Satisfactions. University of the State of New York, State Education Department, Bureau of Occupational Research. Albany, New York. November 1969

[2] New York City was not included in the study.

[3] The Status and Role of Lunchroom Aides in Selected New York State School Districts. University of the State of New York, State Education Department, Bureau of Occupational Research. Albany, New York. June 1970.

A third phase, reported in May 1971, was concentrated on the second most numerous category of school paraprofessionals, the teacher aide.[4] Included in this study were 56 school districts. Factors of demography, working conditions, training, funding, job policies and descriptions, perceptions of aide use, and acceptance and performance were considered.

As a fourth phase, attention was turned to the junior colleges of New York State. Programs in existence for students anticipating school paraprofessional vocations were examined.[5]

Of the 59 junior colleges, then in operation, thirty-three were maintaining school paraprofessional training programs. In descending frequency order of appearance these programs were: (1) Early Childhood Education and Care; (2) Educational or Teaching Associate, Assistant or Aide; (3) Home, Human and Community Service; (4) Audio-Visual Technician; (5) Library Service; (6) School Secretary; and (7) Industrial Arts Assistance.

The Purpose of the Present Study

It is recognized that the titles used for paid paraprofessionals who aid in the school instructional programs or who relieve teachers of certain pupil supervisory duties are many and of contrasting variety. No standard nomenclature seems to exist except as suggested through state law[6], commissioner of education regulation[7] or civil service authority[8]. In addition, since school paraprofessional use is not long-standing, schools have adopted titles which are pro-tem in nature and which may or may not reveal the true character of employment. One objective of this study is to decrease, if possible, the heterogeneity of nomenclature attached to these positions through resolving the suggestions of administrative practitioners

[4]The Role and Status of Teacher Aides in Selected New York State School Districts. Search Agriculture Education 1. Cornell University Agricultural Experiment Station, New York State College of Agriculture, Cornell University, Ithaca, New York. Vol.I, No. 8, May 1971.

[5]New York State Junior College School Paraprofessional Programs. Cornell University Agricultural Experiment Station, New York State College of Agriculture and Life Sciences, Ithaca, New York. October, 1972.

[6]Section 3009.2.a and b.

[7]Section 80.33 (a) and (b)

[8]As stipulated by local unit of Civil Service Commission

into a few titles, in best fit according to the conditions of employment.

A second consideration of the study centers on the supervision of paraprofessionals. Although state law and regulation mandate professional responsibility over paraprofessionals, conditions of employment vary extensively and no clear-cut design of control is evident. A logical, humane and educationally consistent control pattern should be in general practice.

Procedure Used in Study

Information was obtained from B.E.D.S.[9] relative to New York State school districts employing paraprofessionals who assist in the school instructional programs or relieve teachers of certain pupil supervisory duties. School districts with three or more paraprofessionals meeting these definitions were selected as possible participants in the study. Questionnaires were forwarded to 447 chief school administrators; of this number 268 (60.0 percent) were returned within deadlines established. Responses to questionnaire items have been reduced to percentages of total return.

Format of Questionnaire

Seven different conditions of paraprofessional work were described. Chief school administrators were requested to make known their reactions to individual items related to each condition even though the condition did not exist in their school districts. These conditions were considered by the investigator as most general in practice.

The seven conditions of paraprofessional employment are noted below.

Condition 1

The paraprofessional works with only one teacher. Her duties are arranged through mutual agreement between the teacher and herself. The teacher retains the leadership in all cases, but may permit the paraprofessional to teach and/or handle any of her professional prerogatives, responsibilities and details which are inherent in classroom instruction.

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[9] Bureau of Educational Data Systems, The New York State Department of Education, Albany, New York.

Condition 2

The paraprofessional works with two or more teachers (not team teaching). Her duties are distributed among the teachers concerned. These teachers permit her to teach and handle other responsibilities and details usually considered as teacher professional prerogatives.

Condition 3

The paraprofessional is a member of a team teaching unit. Her duties are limited to that unit. This type of team teaching consists of a team leader (e.g., master teacher), other teachers, student teachers and paraprofessionals. On occasion the paraprofessional is permitted to teach and handle matters usually considered as professional.

Condition 4

The paraprofessional works with a number of teachers. Her duties are of detail nature only. She may not teach or handle matters considered to be the teacher's professional prerogatives, but is expected to assist teachers within the classroom.

Condition 5

The paraprofessional does not assist teachers directly in the classroom. She has an office or station in another part of the building where she prepares classroom materials as directed by the teachers. Such work includes preparing learning materials, duplicating or photocopying.

Condition 6

The paraprofessional's position is exclusively supervision. For example, she is placed in control of study halls, hallways, and/or playgrounds. Her duties are intended to relieve teachers of supervisory duties which are not directly concerned with the classroom.

Condition 7

> The paraprofessional works full-time in a learning center. She assists pupils in finding learning material, counsels with children on interests and needs, and in general is a constant source of help to any child who enters the center. In control of the learning center is a certified teacher.

At the end of the questionnaire form general questions were attached in order to gain information concerning (1) the need for job descriptions, (2) hierarchy among paraprofessionals, (3) titles in terms of certification, education and experience in contrast to the nature of the position, and (4) school district supervision of paraprofessionals.

The Overall Picture

The most frequently discovered condition of instructional paraprofessional employment is that represented by Condition 6. (See Table I) Three-quarters (75.5 percent) of the chief school administrators reported this condition as present in their school districts. This condition is exclusively supervisory. The paraprofessionals relieve teachers of duties

Table I

School Districts and Paraprofessional Employment Conditions

Condition	*Percentage of School Districts with Condition*
1	*47.5*
2	*59.8*
3	*25.6*
4	*63.7*
5	*62.6*
6	*75.5*
7	*64.4*

involving pupil control in study halls, hallways, playgrounds and at other points on the school campus where pupils congregate.

Four conditions were found to be so close in percentage that their standings cannot be reliably reported in terms of rank order. Conditions 2, 4, 5 and 7 are included in this group. Each condition varies slightly from sixty percent and includes about three-fifths of the school districts.

Least found was Condition 3 which includes paraprofessionals working in team teaching units. The probable reason for this small percentage (25.6) is the limited use of team teaching, particularly in the smaller school districts. It should be noted that the use of paraprofessionals in team teaching is a common practice.

Condition 1 Reviewed

> "The paraprofessional works with only one teacher. Her duties are arranged through mutual agreement between the teacher and herself. The teacher retains the leadership in all cases, but may permit the paraprofessional to teach and/or handle any of her professional prerogatives, responsibilities and details which are inherent in classroom instruction."

This condition at its best is in reality a partnership of teacher and paraprofessional. The teacher, as the leader and responsible supervisor, works out the instructional and detail concerns of her classes with the paraprofessional. In addition the teacher may release such professional duties to the paraprofessional when she is satisfied that such matters will be handled according to her standards. Such a situation calls for the constant and close affinity characteristic of partnership. Teacher and paraprofessional work together over a long period, plan together, and divide the total job as seems necessary and expedient.

Slightly less than fifty percent (47.5) of the school district administrators confirm this condition as existent in their school districts. Even where reported it is probable that the instances are not frequent. The one to one situation if extended throughout a school system would require a large number of paraprofessionals, a situation probably supportable only by the more affluent school districts.

The preferred titles as suggested by chief school administrators for Condition 1 paraprofessionals are noted in Table II.

Table II

Preferred Titles for Condition 1 Paraprofessionals

Preferred Titles	*Percentage of Preference*
Teacher Associate	*3.7*
Teacher Assistant	*33.1*
Teacher Aide	*42.4*
Educational Associate	*0.0*
Educational Assistant	*2.9*
Educational Aide	*7.3*
Classroom Auxiliary	*0.0*
Classroom Assistant	*2.9*
School Aide	*2.4*
*Other**	*5.3*

**Others include: Instructional Aide - 4; Classroom Aide - 1; Instructional Assistant - 1; Library Aide - 1; Library Assistant - 1; Teaching Assistant - 1; Technical Aide - 1; Paraprofessional - 1.*

The more popular titles associated with paraprofessionals engaged under Condition 1 were "teacher aide" and "teacher assistant." Of these two titles the investigator prefers "teacher assistant" since Condition 1 requires the paraprofessional to be engaged beyond mere detail and to be associated with occasional teaching and direct pupil contact. An aide from the investigator's viewpoint is restricted to non-professional duties.

The question was asked to whom Condition 1 paraprofessionals should be immediately responsible. Table III indicates the response.

Table III

Preferred Immediate Supervisor for Condition 1 Paraprofessionals

Preferred Immediate Supervisor	*Percentage of Preference*
Building Principal	*14.3*
Vice Principal	*0.4*
Department Head	*1.6*
Teacher with whom working	*81.6*
*Other**	*2.0*

**Other includes: All of above - 2; Both Building Principal and Teacher with whom working - 2.*

The great majority of respondents to this question (81.6 percent) perceive the paraprofessional as immediately responsible to the teacher with whom she is working. This makes sense and appears to the investigator as the only real answer to the question. If the two persons are working together as instructional partners, with the teacher assuming final leadership, then only the teacher should be in immediate supervisory capacity over the paraprofessional. Those respondents who selected the building principal no doubt looked at the true position of that officer as "final" rather than "immediate"; as one administrator stated "totally all employees are responsible to the principal." But in a day-to-day, hour-to-hour relationship only the teacher could and should have "immediate" control. It is obvious that if matters between teachers and paraprofessionals were not progressing well, the building principal would enter the situation. Nevertheless under normal circumstances this would not be his role.

The paraprofessional working with one teacher would be expected to spend all or nearly all of her working periods with that teacher. It is conceivable that there may be occasions when, because of emergencies and pressing needs of other teachers and the principal, the paraprofessional could be required to use some of her time under different circumstances.

Whether the paraprofessional should be released from her usual duties was asked of the administrators. The responses are disclosed in Table IV.

Table IV

Response to Question: Should the Condition 1 Paraprofessional be Occasionally Released from Her Duties with One Teacher to Assist the Principal or Other Teachers?

Response	*Percentage of Response*
Yes	*74.8*
No	*25.2*

The responses in Table IV clearly indicate support for the view that under certain circumstances the paraprofessional should be released from services with one teacher in order to occasionally assist other teachers and the principal. In the broadest sense the investigator agrees, for any individual, professional or otherwise may be called upon in case of emergency and great need to act in different fashion from the normal pattern. At the same time, it is submitted that interference in the Condition 1 partnership should be kept at a minimum.

The comments attending the question are revealing and suggest limitations.

Comment	*Number of Responses*
"Only under emergency conditions."	*23*
"Depends on the amount of help needed."	*7*
"Matter should be determined by a written, concise job description."	*6*
"Yes, but not to assist the principal."	*4*
"If it does happen, it should be on irregular basis."	*3*
"Can be done if not disrupting planned program."	*2*
"No, it is difficult enough for a paraprofessional to become acquainted with one teacher."	*2*
"No, release of paraprofessional would be disruptive to even flow of classroom teaching and pupils."	*2*

"Should be permitted. The paraprofessional should not stay at one state all the time; change is good."	1
"Some release should be permitted because valuable training could be provided, of worth both to the teacher and paraprofessional."	1

When the paraprofessional is released the question is raised concerning the authority mandating or approving the action. In order not to destroy the close relationship of the paraprofessional with the partnership teacher, this should not be done by any other person except the building principal or his delegate. Of course, in an emergency the principal must act with dispatch and secure assistance where he can and as soon as he can, but this emergency must not be superficial in character. For example, it is not a wise move for the principal to obtain protem services of the paraprofessional for some detail he needs performed in his office; such an action is destructive of paraprofessional morale, tends to become permanent in the sense of increased paraprofessional seizure, and leads to a breakdown in the instructional duty pattern of the paraprofessional. If the principal needs assistance in his office he should depend on his clerical help or general aides. In similar manner the paraprofessional should not be "up for grabs" by other teachers when sudden inspirations of need arise. After affirming a real need, the building principal must carefully assess with the partnership teacher and paraprofessional what is being done and planned in order not to interfere with the smooth operation of their joint action. If it appears that no important interference will result, he can <u>temporarily</u> assign the paraprofessional to another teacher. The following comments have a bearing on release activity.

<u>Release Authority or Factor</u>	*<u>Number of Respondents in Agreement</u>*
"The building principal should make the decision."	71
"The building principal and supervising teacher should jointly make the decision."	14

"All teachers involved agree on limits."	*5*
"Supervising teacher decides."	*4*
"Decision made by principal and teachers involved."	*4*
"Agreement between principal, supervising teacher, and aide."	*2*
"Decision made by department head and supervising teacher."	*1*

Condition 2 Reviewed

> "The paraprofessional works with two or more teachers (not team teaching). Her duties are distributed among the teachers concerned. These teachers permit her to teach and handle other responsibilities and details usually considered as teacher professional prerogatives."

This condition representing 59.8 percent of the reporting school districts is indicative of a situation wherein a paraprofessional is affiliated with more than one teacher and probably not in excess of four. The paraprofessional is encouraged to handle more than mere detail and may perhaps invade, with permission, the teacher's domain of expertise in that she may do some teaching, counseling and perform instructional tasks which call for close pupil contact. The expectation is that her working locale will primarily be in the teachers' classrooms.

The titles preferred by the respondents for paraprofessionals working under Condition 2 are shown in Table V.

Table V

Preferred Titles for Condition 2 Paraprofessionals

Preferred Title	*Percentage of Preference*
Teacher Associate	*3.7*
Teacher Assistant	*24.6*
Teacher Aide	*48.4*
Educational Associate	*0.0*

Educational Assistant	*3.3*
Educational Aide	*8.2*
Classroom Auxiliary	*0.0*
Classroom Assistant	*2.9*
School Aide	*2.5*
*Other**	*6.6*

**Other includes: Instructional Aide - 5; Classroom Aide - 2; Kindergarten Aide - 1; Instructional Assistant - 1; Teaching Assistant - 1; Aide - 1; Paraprofessional - 1; Clerical Teacher Aide - 1; Resource Aide - 1; Library Aide - 1.*

The "Teacher aide" (48.4 percent) and "teacher assistant" (24.6 percent) are reported as titles most preferred by school administrators for Condition 2 paraprofessionals. Of the two titles the investigator selects "teacher assistant" as more appropriate in as much as the paraprofessional may occasionally teach and handle other professional duties. To call her a "teacher aide" would be to legally deny her these privileges and opportunities. In the process of working with more than one teacher and probably with less than five there would not be many opportunities for the paraprofessional to do other than handle mere detail. Nevertheless if there is a right for the paraprofessional to handle even a small amount of the teachers' professional responsibilities a title of "teacher aide" is restrictive and incorrect. The investigator's view is based upon existing legal prescriptions and would not necessarily apply in such absence. Without the present New York State laws and regulations, requiring titles of "teacher assistant" or "teacher aide," it seems to the investigator that better titles for a paraprofessional involved in the school's instructional program are "educational associates," "educational assistants" and "educational aides," depending on the circumstances of employment. We do not, for instance, hear of "dentist assistants"; such persons are called "dental assistants" inferring an adjunct or vital part of the total dental fraternity. In the same fashion it is argued that the instructional paraprofessional is not just a teacher helper but is involved in the broader sense of the educational scene.

The matter of immediate responsibility for the paraprofessionals is complicated by the presence of more than one teacher. Administrators responded to the question of immediate supervision of Situation 2 paraprofessionals as disclosed in Table VI

Table VI

Preferred Immediate Supervisor for Condition 2 Paraprofessionals

Preferred Immediate Supervisor	*Percent of Preference*
Building Principal	*31.0*
Vice Principal	*2.0*
Department Head	*8.6*
All Teachers Concerned	*42.7*
One of Teachers Concerned	*10.6*
*Other**	*5.1*

**Other includes: Principal coordinates with teachers concerned - 5; Group Chairmen - 2; Department Head - 1; Principal and Department Head - 1; Learning Director - 1.*

Of the possibilities suggested in the questionnaire, the most popular selection for the Condition 2 paraprofessional's immediate supervisor was "All teachers concerned." It must be agreed that there is some basis for this preference in as much as each teacher is making demands of the paraprofessional, where commitments and specific assignments have been agreed upon in advance. On the other hand the paraprofessional should not be placed in a position where she has "too many boses" each with similar authority. As a result only one person must make decisions when demand and competition for paraprofessional service require too much or are not realistic. It is probably to resolve this dilemma that 31.0 percent of the questionnaire respondents selected the building principal as immediate supervisor; in general, the investigator agrees with this point of view. The principal or his delegate is the only individual in the school who has the authority to make decisions when there is impasse. Periodic

meetings of the decision maker with concerned teachers and the paraprofessional need to be arranged and will help. At these meetings re-evaluation and redirection of effort may result. For emergencies, impasses and unreasonable demands, the decisions must be made by the principal or his delegate, at once and "on the spot."

Condition 3 Reviewed

> "The paraprofessional is a member of a team teaching unit. Her duties are limited to that unit. This type of team teaching consists of a team leader (e.g., master teacher), other teachers, student teachers, and paraprofessionals. On occasion the paraprofessional is permitted to teach and handle matters usually considered as professional."

Only 25.6 percent of the questionnaire responses were affirmative concerning the existence of Condition 3 paraprofessionals. Team Teaching, although much talked about in educational circles, is not common practice. This fact may have a bearing on the low percentage.

Table VII shows the titles preferred by the chief school administrator for paraprofessionals working under Condition 3.

Table VII

Preferred Titles for Condition 3 Paraprofessionals

Preferred Title	*Percentage of Preference*
Teacher Associate	*6.2*
Teacher Assistant	*24.2*
Teacher Aide	*40.7*
Educational Associate	*0.5*
Educational Assistant	*3.1*
Educational Aide	*5.7*
Classroom Auxiliary	*1.5*
School Aide	*0.5*
Team Teaching Associate	*1.5*
Team Teaching Assistant	*9.3*
Team Teaching Aide	*3.6*
*Other**	*3.1*

**Other includes: Instructional Aide - 3; Paraprofessional - 1; Aide - 1.*

The school administrators, by preferred choice, selected "teacher aide" (40.7 percent) and "teacher assistant" (24.2 percent). Only a small fraction of the respondents preferred a title directly connecting the paraprofessional with team teaching, e.g., "team teaching assistant" (9.3 percent). The titles seem to be more in keeping with legal and regulatory requirements than with "best fit." Administrators may also feel burdened by the introduction of additional titles to an ever expanding educational nomenclature. They may also be objecting to titles which limit paraprofessional work to team teaching units.

Immediate supervisor preference is noted in Table VIII.

Table VIII

Preferred Immediate Supervisor for Condition 3 Paraprofessionals

Preferred Immediate Supervisor	*Percentage of Preference*
Building Principal	*10.7*
Vice Principal	*0.0*
Department Head	*1.5*
Team Leader	*79.6*
All Team Teachers	*7.3*
Student Teacher(s)	*0.0*
*Other**	*1.0*

**Other includes: Combination of building principal, team leader and all team teachers - 1; Combination of department head and team leader - 1.*

Strong agreement of most school administrators (79.6 percent) that the Condition 3 paraprofessional should be immediately responsible to the team leader is evidenced in Table VIII. This seems to best meet the requirements of Condition 3 employment. The building principal and department head are too remote from "immediate" consideration, and should all the team teachers be involved, there would be too many "bosses." The authority of the principal or department head, if delegated, could be exerted when conditions are "rougher" than usual. Input from the other

team teachers should be made directly to the team leader or be discussed in general team conference. In either case the team leader should make the final decision.

The question was asked whether the paraprofessional should be assigned to a particular teaching team by the principal. Answers are indicated in Table IX.

Table IX

Response to Statement: The Building Principal Should Assign The Paraprofessional to a Particular Teaching Team

Viewpoint	*Percentage of Viewpoint*
Agree	*93.7*
Disagree	*6.3*

The great majority (93.7 percent) of the chief school administrators believe that the building principal should make the assignment of a paraprofessional to a team teaching unit. This would seem to be consistent with good practice since the building principal is charged with the primary assignments of paraprofessionals to teachers or groups of teachers.

Beyond the assignment of a paraprofessional, the question arises whether the building principal should determine the general limits of paraprofessional use within the teaching team. The reactions of chief school administrators is evidenced in Table X.

Table X

Response to Statement: The Building Principal Should Determine the General Limits of Paraprofessional Use Within a Team Teaching Unit

Viewpoint	*Percentage of Viewpoint*
Agree	*93.0*
Disagree	*7.0*

Chief school administrators (93.0 percent) are of the opinion that general limits of paraprofessional use within a team teaching unit should be determined by the building principal. Exceptions occur when district

policy intervenes, where such decision is delegated, and job descriptions and negotiations provide particulars and exclusions. Even with the exceptions good administrative practice requires the building principal to maintain general control over the teaching/learning situation in his school and therefore, a general management role over all of the personnel.

In addition to the determination of general limits of paraprofessional use within team teaching units is the prescription of daily duties. Responses of chief administrators to this question are given in Table XI.

Table XI

Authority Determining Paraprofessional Daily Duties Within Team Teaching Units

Authority	*Percentage*
Building Principal	*6.1*
Vice Principal	*0.9*
Department Head	*1.4*
Team Leaders	*50.2*
Team Agreement	*19.2*
Team Teachers Agreement	*6.6*
Team Teacher and Paraprofessional Agreement	*10.3*
Student Teacher(s)	*0.0*
*Other**	*5.2*

**Other includes: Combination of building principal and team teachers agreement - 3; Combination of team leader and team teachers agreement - 2; Director of Elementary Education - 1; Professional in charge - 1; Principal and teacher committee - 1; Combination of department head and team leader - 1.*

A majority of the responses (50.2 percent) favored day-to-day paraprofessional duty assignments through approval of the team leader. In lesser percentages, other views, in combinations, support duty determination as the result of agreement by all or part of the team participants. Day-to-day team teaching operations are not a matter of immediate concern to the building principal unless conditions become abnormal or deteriorate.

The comments which attended the questionnaire item reveal some of the concerns and controlling factors.

Comments	*Number of Similar Comments*
"General limits should be agreed upon and duties of paraprofessionals should be kept within these limits within the school building and total school district."	5
"The building principal, team leader and team teachers should determine the duties."	4
"The building principal should determine the parameter of duties at the initial meeting."	2
"The building principal is still the boss but he may delegate."	2
"The building principal and team leader should determine."	2
"The team leader should function on feedback and requests of the team."	1
"The team leader has the responsibility for the team and aide."	1
"General limits are determined by the principal, specific duties by the team leader and teachers."	1
"Team teachers should agree on daily duties of the paraprofessionals if the program is to work smoothly with the minimum of conflict."	1

Condition 4 Reviewed

"The paraprofessional works with a number of teachers. Her duties are of detail nature only. She may not teach or handle matters considered to be a teacher's prerogatives, but is expected to assist teachers within the classroom."

The percentage of chief school administrators reporting the use of Condition 4 paraprofessionals was 63.7.

The administrators were asked to indicate their preference of title for Condition 4 paraprofessionals. This information is presented in Table XII.

Table XII

Preferred Title for Condition 4 Paraprofessionals

Preferred Title	*Percentage of Preference*
Teacher Associate	*0.4*
Teacher Assistant	*4.7*
Teacher Aide	*68.7*
Educational Associate	*0.0*
Educational Assistant	*0.0*
Educational Aide	*6.0*
Classroom Auxiliary	*3.9*
School Aide	*7.7*
Classroom Secretary	*0.4*
Clerical Assistant	*2.6*
*Other**	*5.6*

**Other includes: Clerical Aide - 3; Monitor - 2; Instructional Aide - 2; Classroom Aide - 1; Paraprofessional - 1; Instructional Assistant - 1; Clerical Teacher Aide - 1; Classroom Assistant - 1.*

"Teacher aide" (68.7 percent) was selected as most preferred for a Condition 4 paraprofessional. It is of interest to note that "school aide" (7.7 percent) and "educational aide" (6.0 percent) also appeared as preferences, although in very small percents. The attachment of "aide" to the title seems to indicate "details only."

In a situation such as Condition 4 it is important to determine the person to whom the paraprofessional should be immediately responsible. The question was asked of chief school administrators and the responses are noted in Table XIII.

Table XIII

Preferred Immediate Supervisor for Condition 4 Paraprofessionals

Preferred Immediate Supervisor	*Percentage of Preference*
Building Principal	*47.7*
Vice Principal	*5.1*
Department Head	*5.5*
One of teachers to whom assigned	*8.4*
Each of teachers to whom assigned	*30.4*
*Other**	*3.0*

**Other includes: Combination of building principal and department head - 2; Combination of building principal and each of teachers to whom assigned - 1; Professional in charged - 1.*

The largest group of school administrators (47.7 percent) considered the building principal as the best choice for the immediate supervisor. The second choice (30.4 percent) favored each of the teachers to whom assigned.

Tables XIV, XV and XVI present the opinions of chief school administrators concerning the authority making duty assignments, the "criteria" used to make the assignments, and the maximum numbers of teachers to be assisted.

Table XIV

Authority to Make Decisions Concerning Division of Condition 4 Paraprofessional Duties Among Several Teachers

*Authority**	*Percentage of Authority*
Building Principal	*58.2*
Vice Principal	*6.5*
Teachers involved through conference	*25.4*
One teacher selected by principal	*4.7*
Paraprofessional called on as necessary	*5.2*

**Also suggested were: Building principal and teacher committee - 3; Building principal and teachers - 2; Department head - 1.*

Table XV

Criteria Used to Divide Condition 4 Paraprofessional Duties Among Several Teachers

Criteria	*Percentage of Criteria*
Paraprofessional assistance should be equally divided among the teachers	*21.0*
Nature of certain subjects demands more paraprofessional help with certain teachers	*69.5*
Teachers who know how to use service of paraprofessionals should have greater access to them	*9.5*

Table XVI

Maximum Number of Teachers Who Could be Assisted by One Condition 4 Paraprofessional

Number of Teachers	*Percentage*
Two	*11.2*
Three	*24.7*
Four	*22.0*
Five	*19.7*
More than Five	*22.4*

The data in Tables XIII, XIV, XV and XVI need to be examined in close context. It is evident from Table XIII that the building principal is recognized by the majority of chief administrators (58.2 percent) as the authority making final decision concerning Condition 4 paraprofessional division of duties. At the same time there is support for conferences of teachers (25.4 percent) to make decisions. It is probable that best practice requires a combination of both procedures; in determining the

duties of the paraprofessional, final decision should be made by the principal after conference with teachers and paraprofessionals. Since the paraprofessional under Condition 4 assists teachers in their classrooms, the position must be kept reasonable and flexible in terms of need. The more teachers involved, the more demands and complications. Condition 4 paraprofessionals cannot be called on as needed unless there is a clear-cut division of duties established to moderate the demand; otherwise, the building principal must constantly umpire and make final decision.

Should certain teachers receive preferential assistance by paraprofessionals because of the nature of the subjects taught or because they are more knowledgeable concerning the treatment and use of paraprofessionals? Table XV indicates that 69.5 percent of the school district administrators believe that a greater proportion of paraprofessional assistance should be afforded teachers who instruct in certain subjects. This is a recognition that the factor of need is paramount in deciding duties, and that an English teacher, for example, may require more assistance than other types of teachers. Recognizing this point for what it may be worth, it must also be admitted that some teachers work better with paraprofessionals than do others. Some teachers have little understanding of paraprofessionals and use them harshly and incorrectly. A fair distribution of paraprofessional duties among the teachers according to needs is the basic objective; to carry out this objective the building principal must constantly overview the situation in order to equate paraprofessional effort among the teachers and provide defence of the paraprofessional's personal integrity, both physical and mental.

How many teachers a Condition 4 paraprofessional can serve was considered by chief school administrators. Their responses in Table XVI show almost complete disagreement. The percentages are about the same for two, three, four, five and more than five teachers. In consequence it can only be said that from the administrative viewpoint the number of teachers served appears to be dependent on school circumstances, supporting policies and the administrative vision concerning what paraprofessionals can or cannot do. It is recognized that paraprofessionals vary greatly and some

may be able to work with more teachers than others. From the investigator's standpoint more than three teachers per paraprofessional is unfeasible and unfair to both teachers and paraprofessionals.

Many comments were advanced by the chief school administrators. Some of these comments are noted below.

"If the requirements of a given program demand more attention, then priorities need to be determined, but not to the exclusion of any teacher."

"The principal should apportion duties after consultation with the teachers."

"Allow teachers to request paraprofessional time."

"Demands of work to be done governs assignment of all levels of talent."

"Other factors, such as variations in class size, presence of handicapped children, etc., enter in."

"We have an advisory committee that works with the building principal in defining needs, staffing and service."

"We had to first train our teachers on how to use services of teacher aides."

"Joint committee of building principal and teachers involved. We tried to use a teacher committee which did not work out well."

"Before any assignment, training and use of paraprofessionals needs study."

"I feel that effectiveness generally decreases with larger number of teachers served."

"A paraprofessional could be spread too thin in assignments and not be effective."

"No ideal number of teachers to work with. It depends on the teacher assistant and the teachers worked with."

"More than two teachers will result in diminished effectiveness."

"We find that some teachers need more aide help than others."

"With more than three teachers, there is too much subject matter and confusion."

"We have as many as five teachers. However, it takes a very flexible paraprofessional and a very good rapport among the teachers to make this work."

"I think that Condition 4 is an abuse of paraprofessionals with no consideration of the individual and his personal needs being related to the needs of the school situation."

Condition 5 Reviewed

"The paraprofessional does not assist teachers directly in the classroom. She has an office or station in another part of the building where she prepares classroom materials as directed by the teachers. Such work includes preparing learning materials, duplicating or photocopying."

More than sixty percent (62.6) of the school districts reported the use of paraprofessionals under Condition 5. The preferred titles for these paraprofessionals as indicated by chief school administrators are revealed in Table XVII.

Table XVII

Preferred Titles for Condition Five Paraprofessionals

Preferred Title	*Percentage of Preference*
Teacher Associate	*0.0*
Teacher Assistant	*2.1*
Teacher Aide	*36.7*
Educational Associate	*0.0*
Educational Assistant	*0.0*
Educational Aide	*5.1*
Classroom Auxiliary	*0.4*
School Aide	*9.3*
Instructional Materials Assistant	*2.1*
Instructional Materials Aide	*11.8*
Classroom Secretary	*3.4*
Teacher Secretary	*2.5*
Clerical Aide	*20.7*
*Other**	*5.9*

**Other includes: Clerk typist - 2; Library Aide - 2; Instructional Assistant - 1; Junior Typist - 1; Media Specialist - 1; General Aide - 1; Laboratory Technician - 1; AV Aide - 1; AV Assistant - 1; AV Technician - 1; Clerical Teacher Aide - 1.*

Although "Teacher Aide" represents the largest preference (36.7 percent), it is noted that there are many choices. If, however, "aide" is the primary consideration, titles of "teacher aide", "educational aide", "school aide", "instructional materials aide", and "clerical aide" represent a total of 83.6 percent. From this standpoint it would appear that school administrators view Condition 5 paraprofessionals as aides rather than assistants, associates or secretaries.

Paraprofessionals who prepare classroom materials, as examplified in Condition 5, may be working with many teachers. How many teachers should be served is noted in Table XVIII.

Table XVIII

Preferred Number of Teachers Served by Condition Five Paraprofessionals

Number of Teachers	*Percent*
Three	*1.5*
Four	*2.0*
Five	*5.0*
Six	*6.0*
Seven	*1.5*
Eight	*7.0*
Nine	*1.0*
Ten	*7.0*
Eleven	*0.0*
Twelve	*4.5*
More than Twelve	*64.5*

It is conclusive that a Condition 5 paraprofessional may serve more than twelve teachers according to views of nearly two-thirds (64.5 percent) of the chief administrators; how many beyond twelve teachers is not clear or was asked. The basis of the predominant opinion would appear to have been established on an estimation that work demanded of the paraprofessional by any one teacher is occasional and that heavy and constant commitments by all teachers does not occur. If the viewpoint is true, it would be

expected that the paraprofessional is able to meet the demands for materials assistance from many teachers and can plan her work in order to insure delivery as needed. The comments attending this question are of interest and may add more understanding of viewpoints.

"Depends on the nature of the duties."
"Depends on the level of assignment."
"Depends on the size of the department."
"One building has one paraprofessional for twenty-five teachers."
"As many as thirty-five teachers."
"No specific number."
"Depends on effective use of aide by teachers."
"Doesn't matter."
"Too many 'ifs' to give an answer."
"I do not favor this type of situation."

If it is true, as administrators suggest, that a Condition 5 paraprofessional may serve more than twelve teachers, who then should serve as the immediate supervisor? Table XIX indicates the administrative reaction to this question.

Table XIX

Preferred Immediate Supervisor for Condition Five Paraprofessionals

Preferred Immediate Supervisor	*Percentage of Preference*
Building Principal	*54.4*
Vice Principal	*6.8*
One of the Secretarial Staff in Principal's Office	*12.7*
Department Head(s)	*8.0*
One of the Teachers of Designated Group of Teachers	*3.4*
Each Teacher Concerned	*4.2*
*Other**	*10.5*

**Other: No designation was suggested*

Table XIX indicates that the chief school administrators select the building principal as the individual who should be the immediate supervisor of Condition 5 paraprofessionals. The choice is probably predicated on factors of large numbers of teachers and the removal of the paraprofessional from direct classroom involvement. It is obvious that the paraprofessionals should not be on "beck and call" by each teacher in as much as there would be too many individuals directing their services and in the case of contest between several teachers there would be no one to referee the situation. Since the paraprofessionals are not working in classrooms and as a consequence, not in immediate and constant position to be contacted by teachers, some one person must be in immediate supervision. This person, of course, could be the principal; he could also be another individual delegated with that authority. It is not, however, considered advisable to delegate this supervision to a member of the clerical staff within the principal's office for the reason that such a school employee does not have official administrative status and his judgment of teacher requests would, in final sense, be made as a non-professional, a situation objected to by most teachers.

Condition 6 Reviewed

> "The paraprofessional's position is exclusively supervision. For example, she is placed in control of study halls, hall ways and/or playgrounds. Her duties are intended to relieve teachers of supervisory duties which are not directly concerned with the classroom."

Of the chief school administrators responding to the questionniare over three-quarters (75.5 percent) indicated that paraprofessionals were working in their school districts under Condition 6. This percentage was highest among the seven conditions considered.

Preferred titles selected by chief school administrators for Condition 6 paraprofessionals are shown in Table XX.

Table XX

Preferred Titles for Condition Six Paraprofessionals

Preferred Title	*Percentage of Preference*
Teacher Associate	*0.4*
Teacher Assistant	*2.3*
Teacher Aide	*34.6*
Educational Associate	*0.0*
Educational Assistant	*0.4*
Educational Aide	*1.6*
School Aide	*14.8*
School Auxiliary	*0.8*
Supervisory Associate	*1.6*
Supervisory Aide	*7.4*
Playground Supervisor	*1.2*
Playground Aide	*5.4*
Study Hall Supervisor	*5.1*
Hallways Supervisor	*0.4*
*Other**	*24.1*

**Other includes: monitor - 17; school monitor - 7; study hall aide - 5; monitorial aide - 3; cafeteria aide - 3; cafeteria monitor - 2; playground supervisor - 2; playground aide - 2; study hall supervisor - 2; noon hour aide - 1; building monitor - 1; noon hour supervisor - 1; building aide - 1; lunchroom monitor - 1; lunchroom aide - 1; noon aide - 1; hallways aide - 1; attendant - 1; lunchroom teacher aide - 1; hallways supervisor - 1; corridor monitor - 1.*

Slightly over one-third (34.6 percent) of the school district administrators selected "teacher aide" as the preferred title for the Condition 6 paraprofessional. Titles involving "supervisor" and "playground", "hallway" or "study hall" supervision had little support.

Titles under "Other" (Table XX) reveal considerable diversity of preference. Twenty-one additional titles were suggested. Of interest is the extensive use of "monitor" as part of or the whole title -- the probable

reason being the influence of Civil Service or long time educational practice. However, "monitor" does not seem to the investigator to be a proper title when applied to paraprofessionals. The history of education indicates that "monitor" applied to a Lancaster pupil who helped other pupils with their learning objectives and later on was often used to describe Martinet teachers who fashioned their teaching according to very strict and forceful means of control. Neither historical context fits the condition. Nor is "teacher aide" appropriate as a title; Condition 6 paraprofessionals assist teachers indirectly. They relieve teachers of a specific duty, for the most part independent of teacher control.

As "best fit" the titles of "supervisory associate" or "supervisory assistant" are suggested, the choice depending on the degree of responsibility associated with the position. To be called an "aide" is extrinsic from function in as much as there is no continuous performance under direction; in reality there is a decided independent control role over students with minor supervision by superordinates.

In as much as a Condition 1 paraprofessional enjoys a considerable detachment from usual teacher supervision, who should act as her immediate supervisor? This question was asked of chief school administrators. Their views are revealed in Table XXI.

Table XXI

Preferred Immediate Supervisor for Condition Six Paraprofessionals

Preferred Supervisor	*Percentage of Preference*
Building Principal	*77.7*
Vice Principal	*14.7*
Department Head	*1.2*
One Designated Teacher	*4.0*
Any Teacher	*0.8*
*Other**	*1.6*

**Other includes: Combination of building principal and vice principal - 4; Combination of building principal and any teacher - 1.*

The chief school administrators (77.7 percent) consider the building principal as the individual who should be in immediate control of Condition 6 paraprofessionals. In much lesser degree the vice-principal (14.7 percent) is supported for this supervision, probably because the duty may be delegated.

Comments appended to the questionnaire are of interest.

"General supervision of aide for purposes of this order should be under category of general administration and supervision."

"Building principal may delegate this responsibility."

"Building principal should be responsible but in addition should be sure to acquaint the paraprofessional with her exact duties, rules of supervision, and possible methods of discipline."

"The playground supervisor should be under the physical education instructor."

"If a teacher is in charge, the paraprofessional should be responsible to her."

Even though recognition is given that the building principal is immediately responsible for Condition 6 paraprofessionals, the question arises whether any teacher, at any time, may subject the paraprofessional to reprimand or order her to change her supervisory procedures. The responses to this question are shown in Table XXII

Table XXII

Authority of Any Teacher to Reprimand or Change Situation Six Paraprofessional Supervisory Procedure

Viewpoint	*Percentage of Viewpoint*
Teachers May Interfere	*35.1*
Teachers May Not Interfere	*64.9*

Almost two-thirds (64.9 percent) of the chief administrators are of the opinion that teachers, as a group, may not interfere in the paraprofessional's management of study halls, hallways and playgrounds. It is recognized that certain teachers, by delegation, may be given the right and responsibility, but there is much objection to interruption by other staff.

Comments concerning this question are as follows:

"The Principal has the responsibility for supervision of these paraprofessionals."	18
"Supervision should be maintained only by the principal or his representative."	4
"Disciplinary action is role of principal."	4
"Liability is still a question."	1
"Supervision of this paraprofessional is not the role of a teacher."	1
"Absentia supervision should be maintained by certified personnel."	1
"Any necessary changes should be made by the principal."	1
"Supervisory role could be taken on by a teacher with competence, such as a physical education teacher supervising an aide assigned to playground supervision."	1
"Supervision should be the role of the person to whom the paraprofessional is assigned."	1

Condition 7 Reviewed

"The paraprofessional works full-time in a learning center. She assists pupils in finding learning material, counsels with children on interests and needs, and in general is a constant source of help to any child who enters the center. In control over the learning center is a certified teacher.

The percentage of school district administrators reporting use of Condition 7 paraprofessionals was 64.4. Preferred titles are described in Table XXIII.

Table XXIII

Preferred Titles of Condition Seven Paraprofessionals

Preferred Title	*Percentage of Preference*
Teacher Associate	*0.9*
Teacher Assistant	*12.7*
Teacher Aide	*24.0*
Educational Associate	*0.0*
Educational Assistant	*0.4*
Educational Aide	*4.8*
School Aide	*2.2*
School Auxiliary	*0.0*
Learning Center Specialist	*0.9*
Learning Center Associate	*2.2*
Learning Center Assistant	*5.2*
Learning Center Aide	*17.0*
Resource Center Specialist	*0.4*
Resource Center Associate	*0.0*
Resource Center Assistant	*5.7*
Resource Center Aide	*8.7*
Instructional Aide	*2.2*
Learning Aide	*0.9*
*Other**	*11.8*

**Other includes: Library Aide - 15; Librarian clerk - 3; Technical aide - 2; paraprofessional - 2; Media Center Aide - 1; Media aide - 1; Instructional assistant - 1; Senior librarian clerk - 1; Resource teacher - 1.*

Although "aide" appears most frequently in Table XXIII, it is pointed out that the work done, instructing and counseling, is inconsistent with the usual conception of an aide. A better designation is "associate" or "assistant." As a full title either "educational associate" or "educational assistant" would serve to designate the paraprofessional working in a learning center. Being called a "learning center assistant" or "resource center assistant" would further complicate the school's nomenclature.

Table XXIV shows the chief school administrators' choices for the Condition 7 paraprofessional immediate supervisor.

Table XXIV

Preferred Immediate Supervisor of Condition Seven Paraprofessional

Preferred Immediate Supervisor	*Percent of Preference*
Building Principal	*17.7*
Vice Principal	*0.4*
Department Head	*1.7*
Teacher in charge of center	*75.9*
Any teacher	*0.4*
*Other**	*3.8*

**Other includes: Librarian - 5; Director of Instruction - 1; Media Specialist - 1; Combination of Building Principal and Teacher in charge of center - 1.*

The viewpoint of chief school administrators supports (75.9 percent) the teacher in charge of the center as the immediate supervisor of Condition 7 paraprofessionals. This viewpoint appears to be the only real and effective arrangement. It must be assumed that this teacher is most knowledgeableable about center operations and will be in general control. As a result those persons who work in the center should be subject to her supervision. As always it is obvious that the principal has final authority but in this case he should delegate day-to-day Condition 7 supervision

to the teacher who runs the center. Nor is this a supervisory function of the vice-principal, department head or any other teacher unless some form of control has been carefully organized and delegated. These personnel may wish to influence center operations but should bring their suggestions and requests directly to the teacher in charge. The vice principal or other professional may be delegated with overview authority; if so, his responsibility must be limited to overview role.

The Matter of Job Description

The question was asked of chief school administrators whether they supported "very carefully worked out job descriptions for instructional paraprofessionals. Most of the responses were affirmative.

Table XXV

Opinions Concerning Need for Paraprofessional Job Descriptions

Opinion	*Percent of Opinion*
Paraprofessional job descriptions are needed	*88.1*
Paraprofessional job descriptions are not needed	*10.4*
No opinion	*1.5*

Comments added to question responses are very revealing and indicate the major concerns concommitant with administrative support or lack of support for definitive job descriptions.

Typical Statements in Support

"Should not be restrictive, job descriptions should lend flexibility."

"Experience proves that many problems arise unless the job is spelled out in detail."

"Agree with need for a job description. We cannot have every teacher giving orders that vary."

"General description is necessary with enough flexibility left to do the job needed at the time requested."

"Job description is a must. We have not done this and are paying the price for problems that never should have arisen."

"Civil Service demands job descriptions."

"The descriptions are necessary so that all concerned know exactly what is to be done and by whom."

"Without a job description the degree of paraprofessional effectiveness is difficult to evaluate and the manner in which the paraprofessional should develop is hard to determine."

"Strongly agree, even if job description must be changed in light of experience."

"Non-teaching employees, because of union contracts, should have their areas 'spelled out'".

"Job description is a must before engaging aides in order to establish the most effective program. Otherwise it can become disorganized and emphasis is deleted from the job assigned."

"The description is needed but should always include a 'catch-all' statement to cover emergencies or meet unusual needs."

"Job descriptions needed but in small schools paraprofessionals may do many things which overlap descriptions."

"Job descriptions should certainly include parameter of the job."

Typical Statements not in Support

"A job description puts a school at a disadvantage."

"Flexibility is destroyed when there are job descriptions."

"Paraprofessionals should serve varying needs and when directed."

"Perhaps a few guidelines are needed but not a carefully worked out description."

"Definitely no. Each teacher works differently with her aide. A general role is defined, then modified by supervisor."

"No. Paraprofessionals should be assigned general duties only."

"A job description is difficult because of constantly changing conditions."

"In a few cases job descriptions may be valuable but should not be worked out for all paraprofessionals."

"I have never found detailed job descriptions to solve any problem; details create problems."

"Job descriptions do not work out well in a small school; the paraprofessional needs to 'pitch in' in many places."

From the evidence of questionnaire returns paraprofessional job descriptions are necessary. How then should they be formulated?

Two major considerations should be written into the record and agreement. First, the "parameter" or constant major duties should be described. Second, a certain degree of flexibility must be clearly stipulated to the point that the paraprofessional will recognize the somewhat limited but occasional need for change of duty in terms of pressing and/or emergency conditions. In the second case the paraprofessional should understand by agreement that she has considerable permanence and security in her job; she must also realize and agree that there are instances when other duties, extraneous to normal pattern, must be performed. This flexibility in assignment should not be written in a form whereby the constants in the description will be destroyed through careless and continuous interruption, reinterpretation or subterfuge.

Even where a paraprofessional is hired as a "floater", responsible for service with many teachers, as needed and under numerous differentiated circumstances, it is possible to write a job description which will be understandable and workable. This type of position as with all others needs to have a written description to the point that the paraprofessional knows what is expected of her and can perform and follow the pattern as described. Few individuals are happy in a situation which encompasses no broad view of their lot, on a day-to-day basis or as might be extended over a long period.

As the job description is developed some consideration is needed for the interests and ambitions of the paraprofessional. Many of these individuals wish to improve their working conditions and ascend the "career ladder." This fact argues for flexibility but in a different direction

than as suggested above. How this matter could be handled and written into a job description is a question with few, if any, answers. It is probably a working philosophy attendant to the description rather than a definitive written arrangement. It is suggested that some lateral movement of paraprofessionals into somewhat different situations and occational upward movement into more responsible duties, not normally assumed, will increase the worth of the paraprofessional and provide impetus for career improvement.

Hierarchy Among Paraprofessionals

Administrators were questioned whether they supported a hierarchy among paraprofessionals. As an example it was posed that paraprofessionals who teach should have some authority over those who were not permitted to do so. Most administrators objected to this form of hierarchy.

Table XXVI

Views Concerning Hierarchy Among Paraprofessionals

Viewpoint	*Percentage of Viewpoint*
Hierarchy Supported	*21.3*
Hierarchy Not Supported	*70.3*
No Opinion	*8.4*

Hierarchy comments are of interest.

Comments favoring hierarchy

"A hierarchy would help solve salary problems."

"A hierarchy is possible only if there are strict job descriptions. The title is not enough."

"Perhaps in a large school district."

"Probably a good idea if training and qualifications differ."

Comments against hierarchy

"I agree that there should be a hierarchy of types, but authority over other paraprofessionals should not be part of the hierarchy."

"No matter what you call them they are still paraprofessionals."

"The matter of paraprofessional supervision should be left to the professionals."

"Disagree in practice, but agree philosophically."

"A hierarchy would cause hard feelings among certain members of the professional staff."

"We have enough problems with paraprofessionals without establishing a 'pecking order'".

"We are trying to establish as flat a hierarchy as possible."

"There are too many bosses in education already."

"In practice this would add further problems to negotiations."

"Schools cannot be run like armies."

At this stage of paraprofessional history, it would seem probably not wise to introduce a factor of hierarchy. Should differentiated staffing be increasingly accepted and developed, this recognition may become a way of life. At the moment job descriptions, role conceptions, training and qualifications do not appear to be clear enough and substantiated in order to develop a hierarchy of authority among paraprofessionals.

Basis of Paraprofessional Titles

The chief school administrators responded to the statement: "The title of the paraprofessional should be assigned in terms of certification, education and experience rather than the nature of the position to which assigned." Table XXVII notes their reactions.

Table XXVII

Basis of Paraprofessional Title

Basis	*Percentage of Basis*
On certification, education and experience	*23.7*
On nature of position	*68.0*
No opinion	*8.3*

Comments

"The proper order is position"

"No need for certification for most positions, if at all."

"Title depends on best qualified individual."

"We have a job to do and find a qualified person to do it."

"Let's not get hung up on certification. Certification insures only that prescribed training has been taken. It does not insure that a person is appropriately placed in a job, that a job will be done, or that improved effectiveness will result."

"It happens that the nature of our positions relate to education and experience. Certification is important only in the eyes of the state."

"Titles mean very little. Paraprofessionals should be paid a salary differential according to their duties."

"Title should be function of job description."

"We have certified teachers acting as teacher aides."

"Both sets of factors must be considered."

"We have one title for all paraprofessionals; hence we have no title problems."

Over two-thirds (68.0 percent) of the school administrators believe that the title assigned to a paraprofessional should primarily be determined by the nature of the position rather than by certification, education

and experience. Enough evidence is disclosed by the comments to infer that both sets of considerations have a bearing on the selection of the paraprofessional, but the assigned title depends on the duties that are undertaken.

Designation of School District Paraprofessional Supervisor

Because of the use of large numbers of paraprofessionals certain school districts have found it necessary to appoint a person in the central office to act as control agent for all paraprofessionals. The means and amount of control varies with the school district. School administrators were requested to consider the need for overall district supervision of paraprofessionals.

Table XXVIII

Views of Need for Central Office Supervision of Paraprofessionals

View	*Percent of View*
One Staff member of the central office should be designated as in charge of all paraprofessionals	*38.6*
There is no need for a central office paraprofessional supervisor	*56.0*
No opinion	*5.4*

Comments

"Central office supervision needed only for evaluation, promotion and negotiations."

"For budget purposes and assignments, one person should be in charge."

"A school district officer could help in training and communications."

"One person is needed to standardize procedures."

"Depends on size of school districts; smaller ones need no central supervision."

"Overall control by central office, within the building by the building principal."

"District officers should control recruitment, hiring, in-service, and original assignments."

"Agree to need for central control since there must be coordination and someone for the paraprofessionals to relate to."

"Control of paraprofessionals should be on an individual school basis since all schools differ as to needs and organization."

"The building principal should have complete control."

"The building principal should be in control of his own staff."

The answer to this question seems to depend largely on the number of paraprofessionals within the district and the size of the district. It must be admitted that the hiring of any individual within a school district is a concern of the central office. Whether one person should be delegated the responsibility depends on need and district organization. Large districts employing many paraprofessionals must establish specific policies, handle selection and original assignments, produce some uniformity in procedure, manage the budgetary concerns and salaries, and coordinate paraprofessional use. Beyond these involvements the school district central office may wish to institute uniformity, for example, in in-service training, negotiations, and contact with state or federal authority.

School district administrators were asked to select the person who should act as central office supervisor of paraprofessionals. Their selections as shown in Table XXIX.

Table XXIX

Choice of Central Office Authority in Charge of All Paraprofessionals

Authority	*Percent of Authority*
Chief School District Officer	*16.0*
Assistant District Principal or Assistant Superintendent	*19.0*
Director of Personnel	*27.0*
Coordinator of Paraprofessionals	*29.0*
Other[a]	*9.0*

[a]*Other includes: Assistant Superintendent for Personnal - 4; School Business Manager - 3; Administrative Assistant - 2; Director of Civil Service Personnel - 1; Director of Auxiliary Personnel - 1; Assistant Superintendent for Instruction - 1; Assistant Superintendent for Personnel and Instruction - 1; Coordinator of School Auxiliary Personnel - 1; Director of Elementary Education - 1.*

The chief school administrators selected the Coordinator of Paraprofessionals (29.0 percent) and Director of Personnel (27.0 percent) as most favored school district officer in control of paraprofessionals. Neither percentage is high and therefore is still in question.

Conclusions and Recommendations

1. Paraprofessional Titles. There is presently great title diversity among paraprofessionals who have direct connection with instruction and control of pupils. In addition similar titles may not connote similar roles. In order to eliminate a large amount of nomenclature and clarify role description, it is recommended that two types of instructional/control paraprofessionals be established, both of which would permit two levels of classification. These types and classifications would be as follows:

Instruction	*Control*
Educational Associate	*Supervisory Associate*
Educational Aide	*Supervisory Aide*

The Educational Associate. The paraprofessional is permitted to handle many of the professional functions of a teacher. With permission of her immediate supervisor, she may, for example, instruct and counsel pupils and assist in the development of instructional plans. This is a particularly good title as applied to Condition 1, where the paraprofessional is working in "partnership" with one teacher and a division of duties, partly professional and partly detail, has been made.

The Educational Aide. The paraprofessional is engaged in matters restricted to details that are attendant to instruction. She may not teach or counsel pupils or engage in any professional prerogative. She works under direction of her immediate supervisor, primarily to relieve her of duties which are not professional in character.

The Supervisory Associate. It would be expected that this paraprofessional would act in supervisory/control matters over pupils where she is primarily "on her own" and without constant supervision by a professional. She would be expected to have an immediate supervisor to whom she may turn for overall direction and counsel, but her day-to-day efforts and actions would, for the most part, be conducted under her own volition and exercise of option.

The Supervisory Aide. This paraprofessional performs in a pupil supervisory/control situation where a professional is near at hand to make immediate decisions. The supervisory aide and professional are directly associated. As an example were she to be supervising playgrounds, a professional, possibly a physical education teacher, would be close by to pick up the reins of control if needed.

"Educational Associate" or "Educational Aide" are generally suggested titles rather than "Teacher Associate", "Teacher Assistant" or "Teacher Aide" because these paraprofessional are not "vassals" of teachers. On the other hand they perform important educational functions in the school that are concerned with instructional purposes. Similar terminology exists in other professional groups as for example medicine and dentistry. Paraprofessionals in the physician's office are called "medical aides"

not "doctor's assistants." In a dentist's office, they are popularly called "dental aides." It is the area of concern, not the professional in charge that should control the title. The suggested titles do not take away from professional final authority; they do infer the position importance in the educational setting.

"Associate" is selected in place of "assistant" for several reasons. Primarily, "associate" presumes a strong sense of partnership and teamwork which is the case when this paraprofessional assumes certain professional privileges. Secondly, among the New York State community colleges the use of "educational associate" is common practice and indicates a paraprofessional with an associate in applied science degree and program completion preparing her for involvement in school instruction and pupil contact.[1] It would seem logical that most of the graduates of these colleges would be able to carry out the duties of an educational associate and at the same time obtain a position equivalent to their training.

Paraprofessionals who are primarily concerned with pupil supervision and control have major duties in hallways, playgrounds, study halls and lunchrooms. At different times during the school day they may serve in several locations and under different circumstances, but still be supervisory in role. In order to further reduce title proliferation "supervisory associate" or "supervisory aide" are suggested, final decision depending on the degree of self reliance inherent in the position. Under these titles a paraprofessional could easily serve in a number of control roles. Titling the paraprofessional as "hallways aide", "playground supervisor", or "study hall monitor" is restrictive and does not lend flexibility to her general supervisory functions.

2. The Immediate Supervisor. Whether a paraprofessional has the principal, vice principal, department head or teacher as her immediate supervisor depends on the conditions of her employment. The important consideration, reduced to a rule, is that the paraprofessional be

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[1] See Hixon, L. B. New York State Junior College School Paraprofessional Programs. Cornell University Agricultural Experiment Station, New York State College of Agriculture and Life Sciences, Ithaca, New York. September 1972.

immediately responsible to only one person. This relationship should be clearly indicated in the job description.

In Condition 1 the paraprofessional is working with one teacher. That teacher should be her immediate supervisor.

Condition 2 is more complicated. The duties are distributed among two or more teachers. A method suggested by several administrators, but generally not supported as workable, is the selection, by the principal and involved teachers, of one of the teachers as immediate supervisor. The trouble with this system is that real authority is lacking and pettiness, conflict and jealousy can result.

A more workable procedure contains two steps. First, a clear-cut job description is written which enumerates specific paraprofessional responsibilities with each teacher, indicating the approximate time spent with each professional. For that which is stipulated in the job description the paraprofessional becomes responsible, and in that limited sense each teacher becomes an immediate supervisor. Beyond this agreement a second step is necessary. The job description cannot be written in so definitive a manner that all contingencies and change factors will be recognized. There are times when certain teachers will be more "demanding." The only individual who can moderate paraprofessional duties is the principal or his delegate. Hence, in a real sense, the principal is the immediate supervisor and must determine allocation of duties when there is occasion of special need or emergency. The paraprofessional cannot be put in a position of change from normal duty assignment through teacher pressure; resolution of such change in duty is the principal's job. Unusual requests for paraprofessional service should be made directly to the principal. In consequence the principal must keep close watch of the situation in order to provide certainty that the paraprofessional is being used as agreed upon in the job description and that changes made in duty assignments are balanced and reasonable.

In Condition 3, where the paraprofessional is assigned to a team teaching unit, the team leader should act as immediate supervisor. The paraprofessional to some degree will be working with all of the team teachers, but since she should have only one "boss" she should consider

her team leader as the person to whom she should turn for decision and counsel. Under the team concept, there must be unity in effort, a large degree of integration, and well-established routines of cooperation. The planning and operation of team-teaching efforts demand a unity among personnel, with give-and-take, and agreed upon goals and procedures. Each individual acts out a particular part of the program. If this procedure is followed the paraprofessional will find her team role to be well-analyzed and continuously recognized by all other members; her need for immediate supervision will be lessened.

Conditions 4 and 5 require a paraprofessional to be limited to detail and non-professional duties. Her services are divided among a number of teachers. Her situation is somewhat similar to Condition 2 and as in that condition her immediate supervisor should be the building principal or his delegate. The job description should indicate the overall scope of her duties and some indication of how these duties should be divided among the teachers. In addition to the job description, the principal will need to convene meetings of the teacher and paraprofessional in order to plan a fair distribution of effort and produce necessary changes. Teacher requests for additional services should be made directly to the principal whose task it then becomes to investigate and change paraprofessional routine where manageable and reasonable.

The supervisory associate or aide in Condition 6 may be immediately responsible to the principal or other delegated professional, depending on the nature of the position. The job description should clearly state whether she is acting primarily under her own responsibility or in concert with a professional.

In Condition 7, the immediate supervisor is the professional in charge of the center. In the paraprofessional job description the duties should be generally described. Changes made will need authorization by the principal and center director, and agreement by the paraprofessional.